

The tenth secondary hypothesis was the effectiveness of the “voice” dimension of entrepreneurial organization culture for successful establishment of total productive maintenance (TPM). The standardized regression coefficient for this hypothesis was 0.73. Since the value of P for this regression coefficient was smaller than 0.001, this hypothesis was approved at a confidence level of 0.99. In other words, voice influences successful establishment of TPM at a confidence level of 0.99.

According to the results, suggestions presented in this section can be useful for managers. These suggestions can form one of the main axes of future plans of managers for improvement of establishment of TPM. The most important suggestions are as follows

Since research results suggest that entrepreneurial organizational culture influences successful establishment of total productive maintenance (TPM), managers of this company are highly recommended to consider the ten dimensions of entrepreneurial organizational culture.

It is recommended to provide beneficiary personnel with the chance of participating in maintenance activities. These personnel also need to benefit from the supports of the maintenance team. The beneficiary personnel have to be able to find and address minor defects. The organization also has to allow for expression of their opinions on identification and analysis of defects.

It is recommended to provide for active participation of maintenance personnel in identification of root causes of defects when a failure occurs or damages are caused. Therefore, when production lines are pulled in at time of overhauls, it is recommended to use beneficiary personnel along with maintenance personnel at the same time. In addition, managers are recommended not to blame failures and damages on others and aim for identification of root causes and expansion of corrective measures.

Research Limitations and Suggestions for Future Research. Every study is faced with obstacles and challenges that can influence the whole research if not closely examined. Some of the restrictions imposed on the present research were as follows: Firstly, the circumstances dominating the administrative and organizational environment and the attitude of the managers and personnel toward the research subject were among the serious limitations on this research. Secondly, since data was collected via questionnaires, it was hard to find respondents that would provide honest answers to the questions. Not to mention that the questionnaires also had defects, which are commonly seen in other questionnaires. Thirdly, this study focused on the. Therefore, it is probably hard to generalize the findings to other organizations with different conditions.

On the other hand, since the structural equation modeling was used in this research to assess the effect of entrepreneurial organizational culture on TPM, it is recommended to use techniques such as the genetic algorithm (GA), artificial neural network (ANN) and such to study and predict the aforementioned effect.

It is also suggested to carry out similar studies on other Iranian or foreign companies in the same industry or another industry, which highly needs entrepreneurial organizational culture and TPM, and compare the results with the results of the present research.

INVESTIGATING IMPACT OF LEARNING ORGANIZATION ON ORGANIZATIONAL PERFORMANCE THROUGH INTERMEDIARY VARIABLES OF STAFF SATISFACTION AND PERFORMANCE (CASE STUDY: NATIONAL BANK BRANCHES IN ZABOL)

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Abstract. The purpose of this study was to investigate the effect of learning organization on organizational performance through the variables of staff satisfaction and performance among branches of National Bank of Zabol. The statistical population of this research consists of all employees and experts and managers of branches of the National Bank of Zabol, which are currently operating. According to our follow-up, the size of the population is estimated by about 1218 people. For sampling, the Cochran sample size formula with limited population was used. Finally, 295 statistical units were analyzed. The data collection tool was a standard questionnaire of Hatane et al (2015). Also, in order to describe the data analysis and testing the hypotheses of the research, we used the inferential statistics and structural equation modeling method that was analyzed using smart-pls software. After analyzing the information, each research hypothesis was confirmed. The results of the research hypotheses test show that the learning organization has a positive effect on employee satisfaction and performance, and on the organization performance; the positive effect of employee satisfaction and performance on organizational performance of bank branches was also approved.

Keywords: learning organization, staff satisfaction, staff performance, organizational performance, branches of National Bank in Zabol.

Introduction. Organizational performance can be seen as a result. As a commercial organization, the company's performance includes the calculation of profitability, production capacity, service quality, and customer and employee satisfaction (Burke and Litwin 1992). In a global business environment that is dynamic and constantly changing, organizational performance development is linked to the development of individual performance, skills, knowledge and experience (Covey 2004, Jones and George 2008). Human resources, which are part of the organization and should have important information from the organization and shareholders, have an important impact on organizational performance. Many organizations believe that human resources or employees are important competitive assets but do not invest on growing and improving their knowledge. (Hueslid et al. 1997 & Boudreau & Ramstad 2007). To maximize organizational performance requires a change based on learning, so the organization's learning is important (Burke and Sinkula 1999 & Weldy 2009). Therefore, the main features of an organization with a high performance is its ability to implement a learning program for employees (Tidd et al., 2005). Field researches suggest that there is a positive relationship between the learning organization and the performance of organizations (Wietherington 2010).

Antoncic and Antoncic (2011) found that employee job satisfaction has a positive impact on organizational performance. The organization also needs a high level of continuous performance of its employees to improve the company's overall performance and remain in competitive environment (Neustorm & Davis 2002). In this research, the researcher is to study the effect of learning organization on organizational performance through the variables of employee satisfaction and performance in the branches of National Bank of Zabol, by studying previous researches and collecting information from valid sources.

Research literature. 2-1. Theoretical framework of research. Eylon and Bamberger (2000), Egan et al (2004), and Cheng & Li (2007) believe that learning culture has a positive effect on job satisfaction. Seng (1990) argues that the employee in the learning organization is improving their abilities and learning how to work together. The organization also becomes a place that fosters new thinking and collective aspiration to complete freedom, and ultimately leads to job satisfaction (Hatane et al., 2015). Culture of learning is a culture that supports the acquisition of distribution and share information of learning and supports continuous learning and applies it for organizational improvement. Regarding research literature and history, having a strong learning culture within the organization is of great importance. It enhances the performance of employees and the organization and, therefore, increases their commitment to the organization and increases job satisfaction. Therefore, the following hypothesis is suggested:

H1: The learning organization has a positive impact on staff satisfaction.

Kohli et al (1998) conclude that employees working in a learning supporting organization can better improve their performance. It is about to develop a new mindset and a collective ideal in complete freedom. Garvin (2000) believes that learning organization is an organization capable of producing, receiving, and exchanging knowledge, and based on these knowledge, it can change its behavior. Yu (2005) concludes that the learning organization has been based on this belief that learning together gives employees the ability to improve their competitive ability and increase their performance. Therefore, the following hypothesis is suggested:

H2: Learning organization has a positive impact on staff performance.

There are some field researches that show a positive relationship between the learning organization and the company's performance (Ellinger, et al, 2002; Wetherington, 2010). In addition, the learning organization, through improving employee satisfaction and performance, also affects organizational performance (Hatane et al., 2015). Therefore, the following hypothesis is suggested:

H3: Learning organization has a positive impact on organizational performance.

Bati and Shahzad (2008) have shown that the employees who are satisfied with their job have higher quality and more loyal to the company, and thus less likely to leave the company and operate with all their energy; they see profitability of the company and organization as a great goal. Therefore, the following hypothesis is suggested:

H4: Staff satisfaction has a positive impact on organizational performance.

Improving the performance of the organization is in the direction of improving the performance of employees, since it cannot be expected to achieve other organizational goals, including organizational performance improvement, without any standard organizational performance. The achievement of each organizational goal depends on organization's human resources. Job performance evaluation also improves the organization's performance and, consequently, the financial performance of the organization (Hatane et al., 2015) in order to become familiar with organizational policies and practices by modifying the design of the job. Therefore, the following hypothesis is suggested:

H5: Staff performance has a positive impact on organizational performance.

Studying background of the research. Ebrahimzadeh and Ghasemi (2017) conducted a research on the impact of organizational culture on the financial and non-financial performance of banks through the creation of a learning organization. The purpose of this research is to investigate the effect of organizational culture on financial and non-financial performance of banks through the establishment of a learning organization. The current research is in terms of its nature and method a causal research and in terms of implementation a field one. The statistical population of this research includes 350 employees of Agriculture bank in Ilam province. Of these, 298 questionnaires were completed and analyzed by simple random sampling method. To collect the information, the questionnaire of Moqimi and Soltani (2015) and Javanmard (2015) and Najmi and Farshidpur (2015) was used. After confirmation of its validity and reliability, the Cronbach's alpha coefficient (79%) was distributed among the samples. These data were tested by

the structural equations method. The results of the research show that the work experience is related to the organizational commitment of the employees, as well as the organizational commitment is associated with the performance. But the individual characteristics are not related to the organizational commitment of the employees. Safamanesh et al (2016) conducted a research entitled "impact of Learning Organizations components on the entrepreneurial performance of an insurance company's staff." The findings show that the insurance company is, from the viewpoint of the learning organization models and the entrepreneurial performance, at the moderate level. The independent variable of the learning organization model has a direct and strong relationship with the employee's entrepreneurial performance. Also, there is a direct and significant relationship between individual, team and organizational learning, and entrepreneurial performance. The results of multivariate regression analysis showed that the components of the learning organization could predict about 6.65% of the variables of entrepreneurial performance. Research variables and search, continuous learning and team learning were the most important components of the learning organization respectively. They explain the entrepreneurial performance of the insurance company's employees. Hatane (2015) carried out a research on employee satisfaction and performance as intervening variables on the impact of learning organization on organizational performance. Competition causes the companies improve the quality of their employees as their mental resources, which results in better performance. A better organizational performance is a continuous process in which all stakeholders, especially leaders and employees, are involved. This study was conducted in 33 manufacturing factories and 34 non-productive companies in Surabaya, Indonesia's second large city. This study has shown that employee satisfaction and employee performance can have a positive impact on organizational performance.

Dekolo et al (2015) conducted a research entitled Assessment of the impact of learning organization on job satisfaction and individual performance. This is important for advertising companies, examples of knowledge-based companies, because ideas and knowledge are the main source of production. The present research examines the form of learning organizations along with two work efficiency, job satisfaction and job performance. Findings showed that learning-based activities predict job satisfaction and individual performance, while job satisfaction proved to be a moderator of the relationship between learning organization and job performance.

Research model

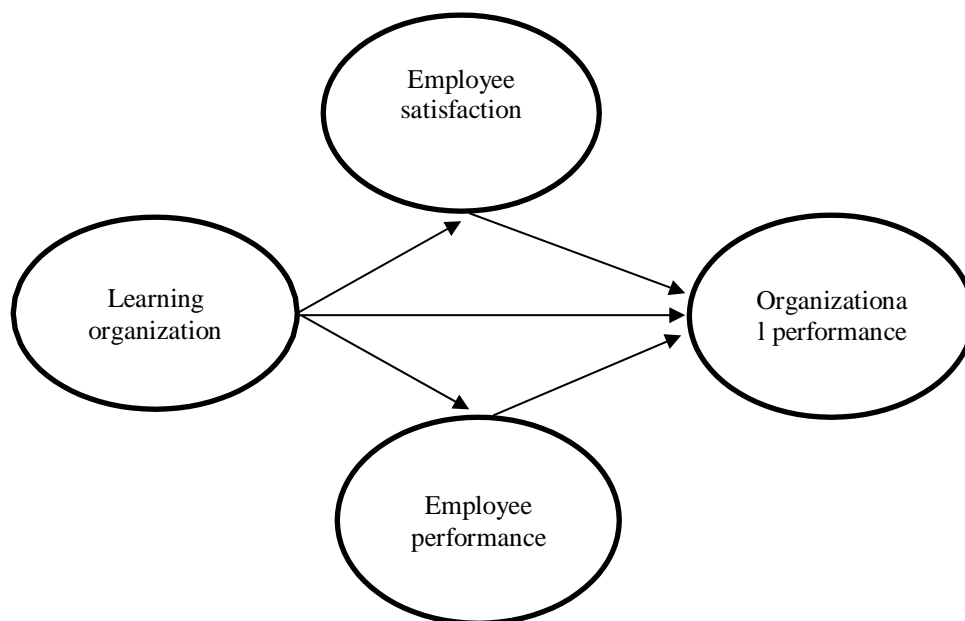


Figure 1: Research model (Hatane 2015)

1. Research Method

This research is applied in terms of purpose and a survey in terms of collecting information with a causal-descriptive nature; its correlation method is a covariance analysis because of the use of structural equations.

3-1. Statistical Population

The statistical population in this research includes all managers and employees of Zabol National Bank Branches. In this research, random sampling was used and the sample size was calculated using the Cochran formula and the sample size was determined based on this equation. The calculation of the sample number is based on the Cochran formula as follows:

$$n = \frac{NZ^2 \cdot p \cdot q}{(N-1)e^2 + Z^2 \cdot p \cdot q}$$

where:

n = statistical sample size

N = size of statistical population

Z = is the value of the normal variable corresponding to the confidence level for the confidence interval of 95% equal to 1.96.

p = probability of success (.5)

q = 1 – p of probability of failure (.5)

e = the value of the legitimate error that is equal to "5%".

$$n = \frac{Nz^2pq}{(N-1)d^2 + z^2pq} = \frac{1218 * 1.96^2 * 0.5 * 0.5}{1217 * 0.05^2 + 1.96^2 * 0.5 * 0.5} \cong 292$$

3-3. Validity and reliability of research

The questionnaire used in this research is a standard one. With a relatively large amount of work done on the indicators and method of presenting the questions in this research, as well as the positive opinions of the experts, the questionnaire is highly reliable and valid.

In this research, Cronbach's alpha coefficient was used to measure the validity of the questionnaire. SPSS software has been used to calculate Cronbach's alpha coefficient. The Cronbach's alpha for this questionnaire is 0.833, which indicates that this questionnaire has a fairly good validity. The Cronbach's alpha for the dimensions of the research questionnaire has been shown in the table below.

Table 1. Cronbach's alpha coefficients

	questions	Cronbach's alpha coefficient
Satisfaction	1-4	0.86
Learning organization	5-11	0.84
Employee's performance	12-14	0.80
Organizational performance	15-20	0.87

3-4. data analysis method

In this research, structural equations modeling has been used to study the relationships between model components. In the meantime, the researcher has used structural equation modeling for confirmatory factor analysis. Using the pls software to analyze the hypotheses, a structural model describes possible causal relationships between variables.

2. Research findings

Testing the First Hypothesis: The learning organization has a positive effect on staff satisfaction.

The path coefficient in this study shows that the learning organization has affected positively the satisfaction of employees by 0.472 and T value is equal to 3.71, which is outside the interval (2.58, -2.58); so with 99% of confidence coefficient the effect is significant.

Testing the second hypothesis: Learning organization has a positive impact on staff performance.

The path coefficient in this study shows that the learning organization has affected positively the performance of employees by 0.625 and T value is equal to 11.76, which is outside the interval (2.58, -2.58); so with 99% of confidence coefficient the effect is significant.

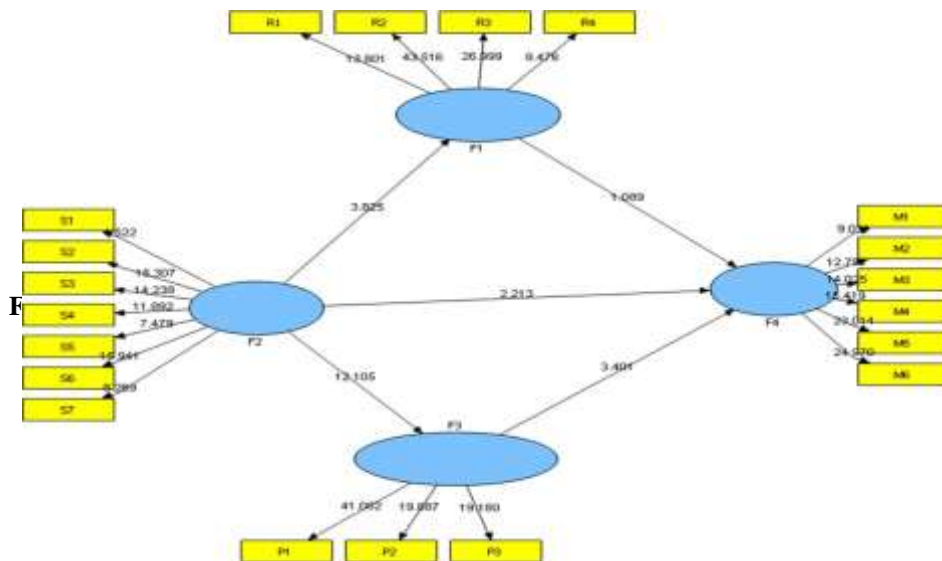


Figure 2. Reflection Measurement Model in Standard Estimate (PS-A)

Testing the third hypothesis: Learning organization has a positive impact on organizational performance.

The path coefficient in this study shows that the learning organization has affected positively the organizational performance by 0.303 and T value is equal to 2.44, which is outside the interval (2.58, -2.58); so with 99% of confidence coefficient the effect is significant.

Testing the fourth hypothesis: Staff satisfaction has a positive effect on organizational performance.

The path coefficient in this study shows that the learning organization has affected positively the organizational performance by 0.115 and T value is equal to 11.51, which is outside the interval (2.58, -2.58); so with 99% of confidence coefficient the effect is significant.

Testing the fifth hypothesis: Staff performance has a positive effect on organizational performance.

The path coefficient in this study shows that the learning organization has affected positively the organizational performance by 0.356 and T value is equal to 3.32, which is outside the interval (2.58, -2.58); so with 99% of confidence coefficient the effect is significant.

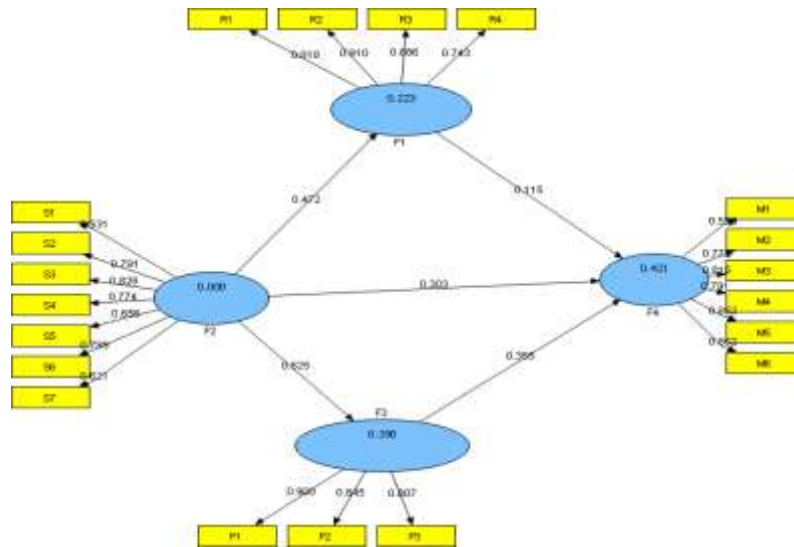


Figure 3. Reflection Measurement Model in Significance State of Coefficients (BT)

3. *Research suggestions*

Given the confirmation of the first to third hypotheses, and confirming the positive impact of the learning organization on employee satisfaction and performance and organizational performance, the following suggestions are presented:

- ✓ Creating knowledge and transferring it through learning for continuous improvement of performance
- ✓ Focusing on continuous learning and using it
- ✓ Increasing creativity, innovation and providing a learning culture
- ✓ Encouraging organization staff to join and form teams to enhance team learning
- ✓ Recording experiences and learning of individuals as a valuable activity throughout the organization
- ✓ Increasing the interaction and communication of employees in the workplace to share knowledge (learning)
- ✓ Modifying the costliness of education, as today's learning provides a learning ground for an appropriate investment.

Considering the confirmation of the effect of employee satisfaction and performance on organizational performance, the following suggestions are presented:

- ✓ Increasing external rewards, such as salaries, posts, promotion and leadership to increase employee satisfaction.
- ✓ To induce a sense of usefulness and efficiency for employees by supporting their involvement in organizational decision making.

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**MODELING THE ROLE OF MEDIATORS OF ORGANIZATIONAL TRUST, COMMITMENT AND IDENTITY IN THE IMPACT OF SERVANT LEADERSHIP ON OCB
(CASE STUDY: ZABOL EDUCATION DEPARTMENT)**

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Abstract. The purpose of this study was to determine the impact of the servant leadership on organizational citizenship behavior (OCB) through the mediators of organizational trust, commitment and identity. The population included all education staff in Zabol city in the academic year 2016. Sampling was done using the Cochran sample size formula with limited population. Finally, 220 questionnaires were returned. The data was collected by the standard questionnaire of Gholipour et al (2009) to assess the servant leadership, the standard questionnaire of Yeganeh Mehr (2014) to measure organizational trust, the standard questionnaire of Porter (1979) to assess organizational commitment, Cheney's questionnaire (1983) to measure organizational identity, and the standard questionnaire of Oregon et al. (2006) to evaluate OCB. Also, inferential statistics and structural equation modeling were used to describe the data analysis and test the hypotheses. The data was analyzed via LaserLevel software. After the analysis, all of the six hypotheses were confirmed. The results of testing hypotheses show that the servant leadership has a positive effect on the organizational trust, commitment and identity. Moreover, organizational trust, commitment and identity have a positive impact on OCB.

Keywords: servant leadership, organizational commitment, organizational trust, organizational identity, OCB, Zabol Education Department.

Introduction. Organizational citizenship behavior (OCB) is a type of job performance. The precise and irreplaceable definitions of job performance have prevented the full coverage of this topic (Devonish & Greenidge, 2010). Overall, there are three categories of job performance: task performance, meta-function performance, inverse work behavior (Rotundo&Sackett 2002, Viswesvaran & Vance 2000). The task performance addresses the influence of